

Subject: Travel

Course level: Low intermediate ESL students

Time: 120 minutes

Objectives:

1. Students will be able to understand the differences between the vocabulary related to travel and use the words appropriately.
2. Students will be able to use countable nouns and noncountable nouns related to travel correctly.
3. Students will be able to use correct and proper terms to book a trip through a travel agency.
4. Students will be able to make a complaint about travel agency appropriately.

Necessary Materials:

- **Listening materials:**

1. Michigan travel advertisement

http://www.youtube.com/watch?v=OWzJFiAbi98&feature=player_embedded

2. Travel guide for Vegas: <http://www.youtube.com/watch?v=LkfaLLRVBg0>

3. How to solve a travel complaint: http://www.youtube.com/watch?v=J_jnU7-i2es

- **Handouts:**

Handout #1: the script of Michigan travelling advertisement with some words blank.

Handout #2 (A, B, and C): http://esl.about.com/od/vocabularyintermediate/a/v_travel.htm

Handout #3: Questions about listening material #2: Las Vegas travel guide

Handout #4: Vocabulary question about the travel brochure

Handout #5: Questions about listening material #3: How to solve a travel complaint

Handout #6 (A+B): Complaint preposition exercise.

<http://www.tefl.net/alexcase/wp-content/uploads/ComplaintsPrepsPractice.pdf>

- **Role play cards**

Role play card #1 A+B: Specific instructions about how to make the conversation.

Role play card #2: the description about information of complaint.

- **Other material:**

Other material #1: Travel agency brochure:

The Las Vegas travel brochures from travel agency in Michigan.

Other material #2: Complaint form

http://hawaii.gov/dcca/rico/forms/travel_agency_complaint_form.pdf/view

Time Frame (in minutes)	Procedures:	Notes:
10(total)	Warm-up:	
3	1. Greetings	
3	2. Put students into pairs. Ask each other the following questions and take notes about the answers: What is the best trip you have ever taken? When and where did you go? What did you like best about it? Did you use a travel agency? Why or why not?	Whole class Introduce the topic to students
3	3. Student pairs take turns presenting each other's travel experience according to their notes.	Give students
3	4. Write key words from students' answers on the blackboard and talk about the merits and demerits of using a travel agency.	feedback if they make a mistake about past tense.
1	5. Talk about the two uses of the word "travel": verb and noun (uncountable/countable).	
5 (total)	1. listening activity	
2	a. Pre-listening: skim the script on the handout (handout #1) and try to fill in the words in the blanks	Authentic advertisement
2	b. While-listening: listen to the Michigan travel advertisement and fill in the blank (listening material #1)	listening material
1	c. Post-listening: Give students the answers and points out	& handouts

	the word “trip” as a countable noun.	
15 (total)	2. Vocabulary	
3	<p>a. Introduce the uses of noncountable nouns and countable nouns.(Repeat the examples of travel and trip)</p> <p>b. Vocabulary Activity:</p> <p>a) Put the students into two groups. Give the handout #2(A) to each student in group 1 and handout #2(B) to group 2. Each handout A has a word and a definition and usage explanation of this word, and each handout B has two sentences and a word missing which correlates with the handout A words (the words are all about traveling.) (handout #2)</p>	Pair work
7	b) Students in different groups find each other’s partner (the person who has the word for the blank) and decide if the word is countable or noncountable.	Make sure each student in one group understands the vocabulary and their uses.
3	<p>c) One of the students in the new group writes down the word on the blackboard in different categories: noncountable noun or countable noun.</p> <p>d) Give every student handout #2 (C) which includes</p>	Pair work

2	<p>all the word definitions, the explanation of their uses, and example sentences.</p> <p>e) Discuss the vocabulary. The student who has handout A gives an example sentence of this word and the student who has handout B explains the definition to the students.</p>	.
20(total)	<p>3.Listening activity about travel guide</p> <p>a. Pre-listening: Give students handout about the key vocabulary in the listening material and ask them to skim the passage. (handout #3)</p> <p>b. While-listening: Listen to the travel guide clips and fill in the blanks.(listening material #3)</p> <p>c. Put students into pairs compare their answers</p> <p>d. Listen again and answer the second question on the handout about the checklist of travel brochures discussed before.</p> <p>e. Give students the answers to the questions.</p>	<p>Authentic listening material</p> <p>Bottom-up activity</p> <p>Top-down activity</p>
10(total)	<p>3. Travel Agency Brochure</p> <p>a. Give students travel agency brochure about Las Vegas. (Other material # 1)</p>	

2	b. Talk about the map picture on Page 6. Explain what the “strip” refers to in Las Vegas.	Authentic material
3	c. Put student into pairs and read through the ninth and tenth descriptions about the two places which were mentioned in the listening materials before.	
1	d. Working in pairs, select the pictures that match the destination descriptions and put them back into the brochure into the correct place.	
3	e. Give students handout #4 about the key vocabulary in the description. Choose the right words to fill in the blanks according to the definition.	Vocabulary focus
10(total)	5.Book a Trip Role Play Activity	
3	a. Put students into pairs. Give each student pair two different role play cards. (Role play card # 1A +B)	
	b. The student who has role play card A will be the customer who wants to travel to Las Vegas and the student who has role play card B will be the staff in travel agency. Each card has specific instructions regarding the questions and answers they are going to say to each other.	Give students specific instruction about
7	c. Students in each pair perform the role play conversation	what they are

	according to the instructions.	going to say.
	6.Complaint	
5 (total)	a. Discussion Activity:	
3	a) Put the students into pairs, and discuss the	Pair work
	unsatisfying things on their previous trip and what they	
2	did about it.	
	b) Share opinions with the whole class	
	b. Listening activity	
15 (total)	a) Schema building(Travelocity): Introduce the	
2	background of the listening material	Authentic
	b) Pre-listening: Give students the handout about the	listening material
3	vocabulary in the listening materials and ask them	
	to fill in the blank with the vocabulary provided.	
	The sentences are the ones in the listening	Bottom-up
	material. (handout #5)	
6	c) While-listening: Listen to the interview. Check the	
	answers about vocabulary and answer the while	activity
	listening questions.(Listening material #3)	
3	d) Post-listening: Put the students into pairs to	
	discuss the after-listening questions about how to	Top-down activity
	make a complaint.	
	e) Share opinions with the whole class	

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4(total)	<p>c. How to make a complaint: Introduce students the steps about making the complaint compared to the discussion result of the listening activity.</p>	
10(total)	<p>d. Complaints prepositions activity</p>	
4	<p>a) Put students into pairs. Give each student a different handout about the sentence for complaints and the response to the complaints. The preposition in each sentence has been omitted. Students choose the correct preposition to fill in the blank.(handout #6)</p>	Focus-on-form
3	<p>b) Share their answers with the partner and discuss which sentence is the complaint and which sentence is the response to complaint.</p>	
3	<p>c) Each group chooses one sentence from complaint and one sentence from the response to complaint to talk about.</p> <p>e. Complaint Role Play Activity</p> <p>a) Discuss with the class about what the possible things one may complaint about travel agency are. For</p>	

13(total)	example: The travel guide, the hotel room, the flight,	Direction papers
2	the food, the schedule, etc.	with key words,
	b) Give students travel agency complaint forms. (Other	questions, and
	material #2) Introduce the forms briefly.	roles to play
1	c) Put students into pairs: Student 1 as staff from	
	complaint office, Student 2 as traveler who wants to	
	complain about the travel agency to the staff. Give	Teacher monitors
2	student 2 a role play card about who he/she is and	the activity and
	what complaint he/she has. (role play card #2)	make sure
	d) Students 2 make the complaint to student 1 trying	everybody is
	to use the sentence discussed before. Student 1 ask	involved.
	student 2 about the information she/he wants to know	
4	on the form and fill the form according to the	
	description from student 1.	
	e) After filling in the blanks, give student 2 a different	
	role play card as the customer and student 1 as the	
	staff. Do the Conversation again.	
4	- Final Review	
	Questions	
1		
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